

Adolescent Reading Homeworks

HW #1

Read from the adolescence packet on Lewin's Theory of Adolescence and answer the following:

1. Lewin speaks of the adolescent confusion over "group membership" and the "lack of clearly defined group status." What does this mean?
2. According to Lewin, how does puberty and the physical changes associated with puberty contribute to the confusion and challenge of adolescence?
3. Brainstorm responses to the following questions based on your own ideas and experience:
 - During your adolescent years, have you been treated more/too much like a child?
 - How have you been treated more/too much like an adult?
 - In general, has adolescence been the best of both worlds (the "worlds" being childhood and adulthood) or the worst of both worlds? How so?

HW #2

Read from the adolescence packet on The Adolescent Brain (pgs. 2-5 of the packet) and complete the following:

1. Use the following key words to write a 3-4 sentence summary about brain development right before and right after puberty:
 - a. Gray matter
 - b. Pruning
 - c. "Use It or Lose It"
2. What are the responsibilities of the frontal lobe?
3. What parts of the brain do early adolescents use to process emotion in comparison to adults, and what does this tell us about early adolescent behavior in general?

HW #3

Read about Cognitive Development (pgs. 5-6) and complete the following:

1. Define each the following terms in a sentence or two:
 - a. hypothetical thinking
 - b. abstract thinking
 - c. metacognition
 - d. multidimensional thinking
 - e. relativism
2. Use at least 3 of these terms to explain why adolescents may tend to be argumentative and to challenge their parents' rules, beliefs, and perspective on various topics and situations (note – this material supports this behavior to a certain extent! It helps you to develop these cognitive skills).

HW #4

For this homework, there are two readings on Erik Erikson's theory of adolescence.

1st Reading: pgs. 6-7

1. In a sentence, what is the goal of adolescence, according to Erikson, and what must be avoided?
2. What is a "rite of passage," and why is this important?
3. What is a "psychosocial moratorium?"
4. What would it look like to have too much identity, and what word is used for this? By contrast, what would it look like to have too little identity, and what word is used for this?

2nd reading: pgs. 8-9

1. While reading this, make a list of the characteristics of identity, in other words, the various things that need to be figured out in order to construct your identity, according to the reading.

Question to think about and have a story for; have a story for one of the following:

1. What was the meanest thing you did to a peer in middle or high school?
2. What was the meanest thing that was done to you by a peer in middle or high school?
3. What was the meanest thing you saw someone do to a peer in middle or high school?

HW #5

Read pgs. 10-11 on Marcia's extension of Erikson's theory:

1. What are the two criteria that Marcia is interested in in deciding whether or not someone has "attained a mature identity?"
2. There are 4 categories of identity according to Marcia. Decide which one best fits for each of the following:
 - a. Low Crisis and High Commitment
 - b. High Crisis and High Commitment
 - c. Low Crisis and Low Commitment
 - d. High Crisis and Low Commitment
3. Why is it that schools might be encouraging foreclosure?